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ABSTRACT

An overview is provided of the activities and accomplishments of Compton Community College's Project ACCT (Access for Community College Transfer), a program designed to increase the transfer rate and academic preparation of Black and Latino students within the district. Introductory material examines trends with respect to the educational participation and attainment of minority group students in California; and discusses changes in the demographic composition of the Compton Community College District. Next, the activities of Project ACCT are described, including a four-pronged, multifaceted outreach component designed to provide information on postsecondary education to a broad range of potential college and university bound students. This section includes information on the use of College and University Information Workshops to educate students, parents, counselors, faculty, and community residents about the various goals and benefits of each of the segments of postsecondary education; the provision of campus tours for faculty members and counselors from public and private high schools in the district; the development of a series of parent workshops to promote home environments conducive to long-range academic growth; workshops and programs for over 3,800 high school students; and the development of a series of flyers and posters for distribution to local schools and community centers. Next, Compton's successes in transferring minority students to four-year institutions are highlighted, and plans to further confront the underpreparation of the college's students for university work are discussed. Additional sections describe Compton's honors program, University Bridge workshop series, consortium involvements, and other efforts to improve retention and transfer. (AYC)

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COMPTON COMMUNITY COLLEGE'S

TRANSFER OPPORTUNITIES PROGRAM:

NARRATIVE REPORT TO THE FORD FOUNDATION

COMPTON COMMUNITY COLLEGE

COMPTON, CALIFORNIA

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California, traditionally a leader in providing relatively low cost public university education, has, despite twenty years of funding by both state and federal governments and inconsistent efforts by the educational institutions themselves, failed to significantly increase the number of Black and Latino university enrollees or graduates. Data gathered by the California Postsecondary Education Commission (CPEC) indicates the depth of the problem. From 1979 through 1981, the University of California graduated 50,053 students from its nine campuses. Of these, only 1,238, or 2.47%, were Black and 1,989, or 3.97%, were Latino.[1] During the same period, the nineteen campuses of the California State University system graduated 125,957 students; of these only 5,208, or 4.13%, were Black and 6,785, or 5.38%, Latino.[2] However dismal these figures might be, they are but the tip of the iceberg, and the state's public university systems are but one part of a larger problem. Study after study has provided ample evidence that educational difficulties for Blacks and Latinos begin in the first years of grammar school and have multiplied by high school, resulting, therefore, in both populations having significantly higher drop-out and lower graduation rates than their white counterparts.[3] It follows, then, that Blacks and Latinos will be admitted in far smaller numbers to either the U.C. or C.S.U systems and, ultimately, will graduate in even smaller percentages. Of today's ninth graders 25% of White students will receive a university degree while only 6% of Blacks and Latinos (combined) will graduate from a California public university.[4]

California's failure to meet the educational needs of its' Black and Latino populations becomes even more significant in light of the major demographic changes now underway throughout the state, particularly in Southern California and, most importantly, in Los Angeles County. During the last thirty years the county, where one third of the state's population resides, has seen the number of ethnic minorities increase from 15 to 50% of its total population.[5] By 1980, census figures showed that Latinos alone made up 27.5% of the county's population[6] and, today, Black and Latino children comprise well over 60% of kindergarten students.[7] The Demographic Task Group of the University of California has already noted the "... significant shift in the ethnic composition of high school graduating class(es)"[8] and projected a 40% decline in the number of white high school graduates during the 1980s.[9] But, as the Los Angeles County schools have become predominantly non-white, the percentage of drop-outs has markedly increased. In 1976, seventy-seven percent (77%) of students in the county's 49 high schools graduated; by 1982, the figure had declined to 58%.[10] In that year, only 9 of the forty-nine county high schools graduated at least 70% of their students, while several South-Central Los Angeles schools graduated but 34% of their students.[11]

Yet, today, a significant portion of California's Black and Latino students continue to view postsecondary education positively and, more importantly, a university education as a distinct and real possibility. Nevertheless, the overwhelming majority of these students are not admissible to either the University of California or the California State University systems directly from high school. Instead, as the 1982 CPEC report documents, approxi-

mately 80% of all Blacks and Latinos entering higher education in California attend one of the state's 107 community colleges.[12] In fact, from 1974 through 1982, 42% of all California high school graduates entered higher education via the community college system[13] and, as nationwide studies have shown, "75% of all ... entrants indicate(d) ... that they intend(ed) to pursue a bachelors degree."[14] But, during the last ten years, transfer rates from the community college system to both the University of California and the California State University systems have declined significantly. The number of community college transfers to the University of California peaked in 1973 and by 1980 had declined by 35%. Transfers to the California State University reached their peak in 1975 and by 1979 had declined by 14%.[15] During the period from 1977 to 1980, statewide community college enrollment was 4,419,071; of that only 23,595 students, or .53% transferred to the University of California and 126,525 students, or 2.86%, transferred to the California State University.[16] For Blacks and Latinos the numbers are even more dismal. The MALDEF petition has pointed out that although Blacks and Latinos made up 26.8% of total community college enrollment in 1982 "... out of 5137 [transfers] to U.C. ... fewer than 600 were minorities." That same year nearly 30,000 community college students transferred to the C.S.U., fewer than 5,000 were Black and Latino.[17] In short, while the community colleges are the entrance way to higher education for the great majority of Blacks and Latinos, they "have become dead-end institutions for the educational aspirations and hopes of California's minority students."[18] For all but a small percentage, the community college "... will be the end of their educational careers."[19]

Despite this bleak picture there exists in California today, at least within certain legislative and academic circles, an interest in and commitment towards remedying higher education's historic failure to provide an equal opportunity to the state's minority populations. Currently, the community college system stands at a crossroads. Many of those in the leadership believe that the transfer function is but one of the community college's missions. They feel attacked by the current criticism and are responding defensively. Others see the opportunity for increased funding, but, nevertheless, continue to view the transfer issue on a limited and narrow basis. This might be appropriate in more affluent communities where, as CPEC research has shown, many enroll for personal developmental and community education courses,[20] but in working class minority districts the question of the community college's transfer function is all important and the declining number of Black and Latino transfers has reached crisis proportions.

This narrative has been written only after careful study and analysis of statewide trends as documented by CPEC, discussion of necessary institutional changes and programmatic implementations as recommended in the MALDEF petition and, most importantly, thorough review of the problems and needs of the residents of the Compton Community College District which in the last twenty years has experienced the major demongraphic changes which now affect most of the Los Angeles County.

Beginning in the early 1960's, the composition of the local community changed from predominantly White and middle class to predominantly Black, Latino and working or lower class. Today, unemployment in the district is over 11.6% compared to the overall Los Angeles

County rate of 7.1%.[21] Twenty-nine and a half percent of District residents live below or at the near-poverty level.[22] The three local unified school districts which feed the College are beset by a myriad of social, economic and academic problems. Each placed in the lower thirty percent of California's schools in the state mandated 1983 CTBS (Comprehensive Test for Basic Skills) tests.[23] In addition, information provided by CPEC indicates that during the period from fall 1980 through fall 1982, only 95 students from the five public feeder high schools were admitted to the University of California while 387 students entered the California State University and 2002 enrolled at the community college level.[24] In all, approximately 30% of the graduates from the five local feeder high schools enrolled in college, less than half of the statewide average.[25] For many of these students Compton Community College has provided a path towards a more promising future.

Since being selected as one of the 24 nationwide recipients of the initial $25,000 Ford Foundation seed grant, the College has embarked on a major effort to develop the community by institutionalizing a far-reaching, broadly-based program designed ultimately to serve as a bridge to a university education. This, we are aware, is a renewed commitment since, like the other schools in California's community college system, the institution had in recent years paid insufficient attention to its transfer mission. Nevertheless, it is a commitment based on a significantly successful experience with a university transfer program, the UCLA Consortium. As a member of that Consortium from 1971 until its demise in 1977, Compton Community College transferred 375 students to the Westwood campus. A 1976 study developed by Compton and UCLA staff found that 75.6% of the

first 342 students to transfer to the university had graduated, were in good standing, or had transferred to a C.S.U. campus. Of that total number of students 21.5% had been dismissed or left in poor standing.[26]

That program was based on "... a far-reaching premise: the notion that ... to fully prepare a community college student for the university a program must [take] a total approach -[one] that aims at developing a student's potential through a basic skills component, an orientation class, guidance and academic counseling ... financial aid ... and [follow-up] academic, social, financial, and counseling support services [while at the university]."[27]

Building on this past experience as a foundation, carefully researched strategies have, since last October, been merged, tested, and refined to create the Compton Community College Ford Foundation program, Project ACCT (Access for Community College Transfer). It is a program developed with the clear understanding that in the new conditions of the 1980's, meeting the educational needs of working class Black and Latino students requires a different, far more comprehensive approach than what might have sufficed and succeeded in the early and mid 1970's.

Whereas the UCLA Consortium concerned itself only with those already enrolled at the College, we have now, as part of our new Ford Foundation transfer program, developed a four-pronged, multi-faceted outreach component designed to provide information on post-secondary education to a broad range of potential college and university bound students. Since last October agreements have been articulated with each of the College's three feeder unified school districts, establishing the framework for an outreach program in both the junior and senior high schools. Phase one, early

outreach, will be implemented in all of the eleven junior high schools in the College District. Phase two, intermediate outreach, is already focusing on the five public, as well as principal private, high schools. Phase three, the on-campus, or immediate outreach strategy , is aimed at multiplying the number of transfers from the Compton Community College student body. Finally, a fourth phase, community outreach, is geared towards enlisting the support of local ministry in mobilizing their congregations to seek a college and university education.

All four outreach components utilize College and University Information Workshops to educate students, parents, counselors, faculty, and community residents about the various goals and benefits of each of the segments of postsecondary education. They include specific and detailed information on admission requirements, application procedures, support services, tuition, fees, and financial aid for Compton Community College, local and out of state private universities, and the California State University and University of California systems.

Recognizing the major guidance and motivational role of faculty and counselors in shaping the aspirations of their students, the workshops especially focus on educating the professional staff at the junior and senior high schools, as well as at the college itself. As part of the intermediate outreach effort we have conducted workshops and provided tours of the college campus for 86 faculty members and 37 counselors from each of the five public and two private secondary schools in the district.

We have also written a series of Parent Workshops which, in addition to providing college and university information, are especially designed to encourage parents to develop and foster a

home environment condusive to their children's long range academic growth. These include hints on developing proper study habits, improving basic skills and strengthening writing and reading abilities. In short, the workshops provide parents, the majority of whom have never gone to college, with a structure and strategy which encourages and facilitates active involvment in their children's work, plans, and aspirations.

Not only can the parent workshops be used as part of the College's efforts in the junior and senior high schools but they also have been integrated into the community outreach thrust. After the special "Salute to Ministers" luncheon (attended by 77 local church leaders), we established a task force of faculty and administrators to provide outreach information to a selected number of congregations. The parent workshops, then, have been an integral part of the task force efforts.

Within each of the outreach components, major focus has been placed on a series of student workshops and programs. These have included visits to secondary classrooms by a Task Force of faculty and counselors who have spoken to over 3,800 high school students. President Abel Sykes, a group of staff volunteers, and one of our Board of Trustees members have also spoken at specially arranged senior assemblies at each of the feeder high schools. Like all other efforts at the secondary level these assemblies emphasize the benefits to be gained from Compton Community College, and particularly stress the institution's ability to facilitate transfer to one of sixteen universities with which we have articulated agreements since the inception of the Ford Foundation program.

Particularly helpful and cost effective in the dissemination

of higher education information has been our relationship with, and involvement in, the South Coast EOP/S Consortium. In conjunction with representative universities, and the private university sector, we have sponsored, on our campus, a series of College/University Information Days for both secondary and Compton Community College students. In addition to touring the campus and attending workshops, student participants are able to visit university information tables and meet key university staff members. Because these combined visitations are such a major ingredient in our overall university transfer effort, we work very closely with secondary counselors to identify interested and potential university students and bear the cost for bringing them to our campus.

Finally, as part of our overall outreach effort we have developed a series of flyers and posters for distribution on junior and senior high school campuses, local churches and central community locations (public libraries, parks, city hall, etc.) as well as material for a mass mailing to all district residents. In addition, on campus we have posted informational flyers in each classroom as well as in key campus locations (library, Learning Center, Student Lounge, etc.). Along with the dissemination of highly visible publicity material, major emphasis has been put on legitimizing the program in the eyes of faculty members and counseling staff, since, ultimately, these are the best salespeople for the college and its transfer program. Informational meetings to explain the program and its goals have been held on a department-by-department basis with all instructors, counselors and management staff. In addition, each has received a series of analytical memorandums describing the local, state and national context for

the program, as well as providing a detailed explanation of its major components.

Besides all that this narrative has already discussed, we have, by necessity, developed a strategy by which to confront and combat the misguided negative image which, because it is a minority, working class institution, is often attached to the college. Centered in a minority community, with less than 4500 students, the school is surrounded by larger and far more affluent community colleges. Blacks and Latinos who live within the district often accept the racist stereotypes which demean the overall community as well as its college. At times they allow themselves to believe that because other schools are bigger, wealthier, and predominantly White, they offer a better education which, in the end, will translate into a better future.

The facts are quite different. Careful study of available statistical data on transfer rates for fourteen local community colleges (including the nine campuses of the Los Angeles district) indicates that from 1977 to 1882, Compton transferred a higher percentage of its students than any of the other institutions.[28] Most significantly for our district's residents, many of whom will falsify addresses to be able to attend nearby, predominantly White, and quite affluent colleges, the other schools are especially poor in transferring Black and Latino students.[29] In contrast, in 1980, Compton was responsible for almost 9% of all Black transfers to the California State University system[30] and, from 1979 through 1982, increased its rate of transfer of Latino students to the California State University by 575%.[31] This is not to say that the College has in the last years fulfilled its transfer mission,

it has not. But, if with no concerted, organized, or structured program it has been able to do what it has, then with renewed commitment and necessary economic support, the strategies described herein can, and will, double the number of Compton Community College students transferring to the university within its first year of fully funded operation.

Yet we cannot be satisfied with merely facilitating transfer for our students, for the reality is that as the number of community college transfers has declined, the percentage of those in academic difficulty has increased. In 1980 a UCLA study documented the "... rising attrition rate of community college transfers..."[32] while pointing out that the transfer population "... get(s) lower grades, is more likely to be on probation and ... less likely to graduate"[33] than those admitted directly from high school. By 1976, seventy-seven percent (77%) of transfer students admitted to the University of California with grade point averages between 2.4 and 2.8, were placed on academic probation at the end of their first year.[34]

It is obvious then that simply raising a student's hopes is not sufficient. Channeling students to the university without adequate academic and psychological preparation is unfair, misdirected and, ultimately, destructive, particularly to those populations which have historically been denied equal educational opportunity. Allowing ourselves to only be concerned with increasing the number of transfers would be grossly irresponsible. Instead, we must continue to institutionalize a comprehensive, long range, and district-wide preparatory program for college and university bound students. To do so requires us to not only work with students but also with faculty, counselors and management

staff in each of the unified school districts as well as the College. We have reached agreement with the Office of Academic Inter Institutional Programs at UCLA and have taken the initial steps towards stimulating a district-wide evaluation of curriculum, teaching methods and academic standards and requirements. During the next academic year we will co-sponsor a series of workshops for mathematics and writing instructors, the goal being the development of a core curriculum of college preparatory courses that will enable students to follow a proper sequence from junior to senior high school, to community college and, finally, to the university. This is by its very nature a long range strategy designed to confront the underpreparation of even the best students for university work.[35]

Focus will also be placed on the long range skills development of junior and senior high school and, of course, community college students. Obviously, increased attention and intensity of focus will be given to those highest on the academic ladder, specifically Compton Community College students. Nevertheless, we are clear on the need for a step-by-step, long range motivational, developmental, and preparatory program which, by necessity, requires that careful attention be given to students from an early age. After identifying high potential junior and high school students we will, in conjunction with designated faculty, provide them with a series of skills development as well as the aforementioned College and University information workshops. Most significantly, we will involve eligible ninth grade as well as senior high school students in our specialized Honors Program, developed during this academic year as part of our Ford Foundation proposal.

Working carefully with our faculty we have established the guidelines for eligibility and selection to the Honors Program for both ninth through twelfth grade as well as community college students. To be eligible, junior high school students must be on a college preparatory track specifically geared to meeting the basic university admission requirements and, most importantly, they must be enrolled in ninth grade college preparatory English. High school students must have a minimum 3.0 grade point average in all college preparatory courses, including mathematics, English, history, science, government and language while community college students must have completed at least fifteen transferable units with a minimum grade point average of 3.0. In addition, all applicants must submit two letters of recommendation from faculty in either college preparatory or university transfer level courses (as applicable) and one letter from their academic counselor. Final selection is made after an interview with Honors faculty.

Providing accelerated university transfer preparation, the Honors Program will place great demands on participating students and require strong support from family members, be they parents or spouses. Thus, upon selection all students and their families will participate in a Family Orientation Meeting at which they will have the opportunity to meet the College President, program staff and university representatives. The meeting will focus on program requirements and student responsibilities as well as clearly delineate the benefits of Honors Program participation, including the advanced academic preparation and university orientation.

Honors students will receive special acknowledgment as Ford Fellows, recognizing their status as university-bound scholars and high achievers. Upon completion of all program requirements

as well as necessary coursework for transfer with a minimum grade point average of 2.0, students will, in addition to facilitated university admission, receive an Honors Program certificate and special letter of commendation from Honors faculty.

The Honors Program has met with an especially enthusiastic response from unified school district personnel. Because of the many long range advantages to their students, they have fully cooperated in facilitating implementation of the program. By permitting their students to begin the first year of intense university preparation while in ninth grade and, through California's Vesey Bill, to enroll in one college course per semester while in eleventh and twelfth grades, unified school district students will be able to complete fifteen semester units of transferable college work by the time they graduate from high school.

Honors faculty have been selected by their colleagues, the regular full time faculty of Compton Community College. They represent not only the best and most demanding instructors but also the most enthusiastic. Their responsibilities will include teaching honors courses, serving as faculty mentors, meeting with honors students on a weekly basis, selecting the Scholar of the Month as well as the Honors Scholar of the Year, and regular meetings with other Honors faculty. An agreement has been reached with the Office of Academic Inter Institutional Programs and the Dean of Honors at UCLA for a series of monthly conferences to discuss common problems and improved approaches for serving the needs of the Honor student.

The Honors Program itself is part of a larger effort, the University Bridge, which, in short, is the direct programmatic

response to the need to fully prepare and orient community college students for university transfer. Now fully institutionalized, the University Bridge is our overall transfer program for all students seeking to advance to the four year level. Based on the UCLA Consortium experience, it is nevertheless a significant expansion of that highly successful program.

Developed since last October, the University Bridge is a comprehensive preparatory strategy involving four different workshop components. These include a series of six workshops designed to teach students how to negotiate through and succeed in the academic environment, three workshops on major and career selection, four university transfer information workshops and, finally, twelve academic skills development workshops. The latter include workshops on notetaking, text outlining, reading improvement methods, library research, preparing for examinations, taking objective exams, essay writing, taking subjective exams, mathphobia, time management, grammar skills, and group learning techniques. Workshops on negotiating and succeeding in the academic environment include academic problems and solutions, assertiveness training, dealing with transition shock, classroom settings and expectations (including discussion of the purpose and importance of syllabi and an audit or classroom visitation day at the university), knowing and using the class schedule, and how to read and use the college-university catalog. Choosing a major and selecting a career are thoroughly discussed in the Career Paths Workshops, which also include visits to career-related worksites and a "Meet the Professionals - Career Day." As with the UCLA Consortium, special effort is being made to instill a sense of commitment and responsibility to the long range development of the local community and

its college. Finally, in addition to providing admission and financial aid information, the transfer workshops introduce students to various university campuses through a series of program supported site visits. To encourage a well informed choice prior to enrolling in a specific university, all participating students are required to visit at least two of the local universities in our program. Because of the large number of universities with which we have established an institutionalized transfer relationship, it would be impossible, for a student to visit all participating schools. Thus we are now in process of developing a slide program on each of the 17 local and out-of-state universities for use in our on-campus orientation program.

Similarly, to facilate retention of all workshop materials, we have begun to videotape all the skills development as well as appropriate transfer, career paths and academic environment workshops. Copies will be available for student use both in the Transfer Information Office and the Learning Center.

In addition to the program director and staff, a member of our counseling department meets with participating students, analyzing transcripts, recommending appropriate and necessary coursework and developing long range academic program. Program staff also work with students in completing necessary admissions and financial aid applications, both of which can be especially confusing and overwhelming to non-traditional and first generation college students. In fact, admission applications are not only carefully checked for thoroughness but are also delivered to the local campuses, thus reducing lag time and insuring the safe delivery of materials to appropriate university staff.

Our longstanding involvement in and relationship with the South Coast EOP/S Consortium has significantly facilitated the specific articulation of transfer agreements with a number of universities. Eligible Compton Community College students may now choose from three campuses of the University of California (UCLA, UC Riverside, UC Irvine); five campuses of the California State University (California State University, Dominguez Hills; California State University, Long Beach; California State University, Los Angeles; California State University, Fullerton and California State Polytechnic University, Pomona); and four local independent colleges (Loyola Marymount, Redlands, Pomona College, and USC). Program articulation and agreement is especially significant in light of the documented evidence of low Black and Latino enrollments at a number of these universities. As an example, during this spring semester more than 60 Compton Community College students visited UCLA and more than 30 visited UC Riverside, a school which we have always tended to overlook but one which, nevertheless, has a better track record with minority enrollment than does its Westwood counterpart. Students were particularly impressed with the size of the campus and the friendliness and availability of minority staff.

In addition to the twelve local universities, we have, during this academic year, developed a unique and vital part of our program, that being the articulated agreement with five out-of-state historically Black universities. These include Xavier University in New Orleans, Howard University in Washington, D.C., Morehouse College and Spellman College in Atlanta, and Benedict College in Columbia, South Carolina.

The historically Black universities emerged and developed as a response to the racism and segregation of 19th and 20th century United States society. Rather than accept the denial of educational opportunity, Black people formed their own institutions. These universities have not only provided high quality education to its students but have also fostered a positive and caring environment conducive for learning. Today amost 36% of baccalaureate degrees received by Black people are conferred by the historically Black universities.[36]

Along with our commitment to increase the enrollment and improve the performance of the Black and Latino student populations in both public and private as well as local and out-of-state universities, we are also concerned with the severe underrepresentation of these two populations in a number of specific majors and professions, including mathematics, engineering, and computer science. An analysis of baccalaureate degrees awarded by the University of California system from 1979-1981, indicates that Blacks and Latinos represented only 3.37% of graduates in computer science, 3.26% of graduates in engineering and 3.81% of graduates in mathematics.[37] Neither population fared much better in the California State University system where their combined total made up 5.03% of graduates in computer science, 4.19% in engineering and 5.56% in mathematics.[38]

The causes of this severe underrepresentation are deeply rooted. From an early age, Blacks and Latinos do not fare well in these fields. To significantly affect any long-range change and prepare students not only for academic but also for professional success in mathematics and enginerring will require a carefully

structured strategy combining an integrated approach and effort between unified school districts, the College, the universities, and the private sector. One of the most exciting aspects of developing the Ford Foundation Transfer Program has been the recognition not only by the College but also by the Lockheed Corporation of the need for action. Working closely with Lockheed and our mathematics, engineering, and science departments, we have organized, structured and developed the College's newly-created Lockheed Math/Engineering Program. Designed to increase the long-range enrollment of Blacks and Latinos in specific high technology fields, the program has received a strong commitment of support from Lockheed. The aerospace firm has already provided financial support in helping to enhance our teaching and classroom materials and will offer an unlimited number of scholarships to Compton Community College students participating in the program.

Through our junior and high school outreach effort, we are working closely with faculty and counselors to identify high-potential students. Qualified high school juniors and seniors will be able to enroll in the program's mathematics and engineering courses as will eligible Compton Community College students. Upon satisfying program requirements, students will transfer as upper-division engineering majors. A carefully articulated agreement with the Engineering Department at California State University, Long Beach has already been worked out.

This, then, is the Compton Community College Ford Foundation Transfer Program as developed during academic year 1983-84. Quite clearly, it has been significantly expanded and broadened since our initial proposal was submitted last summer. This is our pro-

posal and ours is a program which, since its beginnings, has received the full support of the College. The Institution has established a transfer office and provided 50% release-time for a faculty director, funds for one additional staff member, and monies for publicity.

Ours is a program which has been prepared with a clear understanding of the needs of Black and Latino students in the State of California and in the Compton Community College District. It incorporates all major recommendations made by Black and Latino students and community advocates including those cited in the MALDEF petition and in the proposed legislation sponsored by Assemblywoman Gloria Molina in Sacramento. Nevertheless, first and foremost it has been written with a broad-based understanding of the specific conditions effecting our students and our community and is a direct response to those needs.

We believe that with proper economic and institutional support, our program will succeed in doubling the number of Compton Community College students transferring to the university level within one year. Most importantly, these students will be equipped and prepared for university-level success.

Respectfully submitted by
Compton Community College

FOOTNOTES

[1]California Postsecondary Education Commission Information Digest, 1980, 1981, 1982, pp. 150, 158, 158 respectively.

[2]Ibid., pp. 140, 152, 152 respectively.

[3]Information provided by Assemblywoman Gloria Molina, gathered by the Assembly Office of Research, State of California, 1984.

[4]Ibid.

[5]Gerald Kissler, Trends Affecting Higher Education in the 1980's: Some Preliminary Findings from the UC Undergraduate Enrollment Study, UCLA Planning Office, p. 2.

[6]Declaracion Del Grupo Mariposa: A UCLA Chicano Position Paper on Undergraduate Student Affirmative Action, p. 3.

[7]Kissler, p. 3.

[8]Ibid., p. 2.

[9]Ibid., p. 3.

[10]Los Angeles Times, December 13, 1983, p. 1.

[11]Ibid.

[12]CPEC Information, 1982,

[13]California College Going Rates, 1982 Update, CPEC, p. 32.

[14]A.W. Astin, M.R. King, and G.T. Richardson, "The American Freshman: National Norms for Fall 1980," (Los Angeles, UCLA, 1980), as cited in MALDEF Petition, p. 3.

[15]College Going Rates and Community College Transfers in California, 1980, CPEC, Janaury 18, 1982, pp. 15-18.

[16]Ibid., p. 16.

[17]Cited from MALDEF Petition Report, p. 9.

[18]Ibid., p. 11.

[19]Ibid., p. 2.

[20]Los Angeles Times, December 11, 1983, "Portrait of Typical Student Surprising."

[21]Employment Development Department Employment Data and Research Division, Compton, CA, April 1984.

[22]Summary Characteristics for Governmental Units, Section 6 (Summary of Social and Economic Characteristics: 1980), United States Census Bureau, pp. 20-26, Table 4.

[23]Los Angeles Times, March 17, 1984, p. 1.

[24]CPEC, letter dated May 17, 1984.

[25]Information obtained from the three unified school districts served by the College, June 1, 1984.

[26]See addendum 1 for a detailed statistical analysis.

[27]Compton Community College-UCLA Consortium Report, 1976, p. 2.

[28]Update of Community College Transfer Student Statistics, Fall 1982, CPEC, March 1983, pp. 15-23.

[29]College-Going Rates and Community College Transfer in California, 1980, CPEC, 1982, pp. 77-84.

[30]Ibid., pp. 77-84 and Update of Community College Transfer Student Statistics, CPEC, pp. 25-36.

[31]CPEC, letter dated March 19, 1984.

[32]Kissler, p. 11.

[33]Ibid., p. 9.

[34]Retention and Transfer: UC Undergraduate Enrollment Study, U.C. Berkeley, June 1980, p. 17.

[35]The UC system's 1981 Report of the Policy Committee on the University's Activities to Assist Underprepared Students pointed out that by fall 1980, the university was spending $5 million a year on remediation.

[36]"Spotlight: Historically Black Colleges, Ivy Leaf, Spring 1983, p. 12.

[37]Information Digest, 1980, 1981, and 1982, CPEC, pp. 146, 158, and 158 respectively.

[38]Information Digest, 1980, 1981, and 1982, CPEC, pp. 140, 152, and 152 respectively.

CCC - [redacted] CONSORTIUM

	1971-72	1972-73	1973-74	1974-75	1975-76	TOTAL
Number of Students Selected For the Consortium Program	75	75	100	56	36	342
Number of Students who Completed the Consortium Program	53 (70.6%)	64 (85.3%)	69 (69%)	42 (75%)	27 (75%)	255 (74.5%)
Number of Students who Received Degrees or were in Good Standing	38 (71.6%)	42 (65.6%)	50 (72.4%)	22 52.3%)	18 66.6%)	170 (66.6%)
Number of Students who Attended other Schools	0	1 (1.5%)	10 (14.4%)	0	0	11 (4.3%)
	41 (77.3%)	45 (70.3%)	61 (88.4%	27 (64.2%	19 (70.39%	193 (75.6%)
Number of Students who left in Good Standing	3 (5.6%)	2 (3.1%)	1 (1.49%)	5 (11.4%)	1 (3.7%)	12 (4.7%)
Number of Students who Left in Academic Difficulty	7 (13.2%)	12 (18.7%)	0	9 (21.4%)	8 (29.6%)	36 (14.1%)
	12 (22.6%)	19 (29.6%	1 (1.4%)	15 (35.7%	8 (29.6%)	— 55 (21.5%
Number of Students Dismissed	5 (9.4%)	7 (10.9%)	1 (1.4%)	6 (14.2%)	0	19 (7.4%)
Number of Students who Never Attended a University	0	0	5 (7.2%)	0	0	5 (1.9%)
Number of Students for Whom Records are Unavailable	0	0	2 (2.8%)	0	0	2 (.7%)

Sources: Extracted from a report written in 1975 by Adolfo Bermeo and Doris Dempsey (at Compton College) and by Twyla Stewart

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